

WRITTEN STATEMENT
OF
COLONEL MICHAEL R. SIMONE (USA)
COMMANDANT
DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

BEFORE THE
SUBCOMMITTEE ON
INTELLIGENCE POLICY AND NATIONAL SECURITY
OF THE
PERMANENT SELECT COMMITTEE ON INTELLIGENCE
U.S. HOUSE OF REPRESENTATIVES

HEARING ON
INTELLIGENCE COMMUNITY LANGUAGE CAPABILITIES,
PART III
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Introduction

Thank you, Mr. Chairman and members of the subcommittee for inviting me here today. I am pleased to be here to discuss an issue of great strategic importance to the defense intelligence community, the Department of Defense, and the four military branches. This is an issue that the Department of Defense and the services are addressing through current language transformation planning. I appreciate the interest your subcommittee has in foreign language education and the Defense Language Institute Foreign Language Center.

Background

The Defense Language Institute Foreign Language Center (DLIFLC) is among the finest schools for foreign language education in the world. Resident programs in 26 languages and several dialects are provided at the Presidio of Monterey in response to the requirements of the Department of Defense (DoD). DLIFLC is the primary source of foreign language education, training and development for DoD. The present facilities at the Presidio of Monterey can accommodate approximately 3,500 students per year, providing about 85% of the government's foreign language education. Instruction is also routinely provided under DLIFLC-supervised contractual arrangements in Washington, D.C., for about 500 students in over 55 languages and dialects. Course lengths at both locations range from two to sixty-three weeks in length and include basic acquisition, intermediate and advanced language courses as well as familiarization and other specialized language courses. In addition, DLIFLC provides extensive nonresident instructional support in a variety of languages and dialects to 267 military command language programs supporting over 25,000 linguists worldwide.

The Defense Language Institute Foreign Language Center traces its roots to the eve of the entry of the United States into World War II, when the U.S. Army established a secret school at the Presidio of San Francisco to teach higher level Japanese and military specific language to heritage speakers of Japanese (Nisei). Classes began 1 November 1941, with four instructors and 60 students. During the war the Military Intelligence Service Language School, as it came to be called, grew dramatically. More than 6,000 graduates served throughout the Pacific Theater during the war and the subsequent occupation of Japan.

In 1946 the school moved to the historic Presidio of Monterey and was renamed the Army Language School. The school expanded rapidly in 1947–48 to meet the requirements of the Cold War. Instructors, including native speakers of more than thirty languages and dialects, were recruited from all over the world. Russian became the largest language program, followed by Chinese, Korean, and German. In the 1950s the Army Language School gained a national reputation for excellence in foreign language education.

In 1963, to promote efficiency and economy, all Department of Defense language programs were consolidated into the Defense Foreign Language Program (DFLP). A new headquarters, the Defense Language Institute, was established in Washington, D.C. The Army Language School became the DLI West Coast Branch. In the 1970s the headquarters and all resident foreign language training were consolidated at the West Coast Branch and the school was renamed the Defense Language Institute Foreign Language Center. In 1973, the newly formed U.S. Army Training and Doctrine Command assumed administrative control. With the advent of the All-Volunteer Forces and the opening of most military specialties to women, the character of the student population underwent a gradual change. Today, approximately 35 percent of the institute resident students are women (the average for the Armed Services is 15 percent).

In the spring of 1993, the Base Realignment and Closure Commission rejected the Army's proposal that the institute be moved or closed, and recommended that its mission be continued at the present location. In recent years, the institute has taken on new challenges, including support for arms control treaty verification, the War on Drugs, Operation Desert Storm, Operation Restore Hope, and Operation Allied Force. Immediately after the attacks of 11 September 2001, DLIFLC responded by hiring faculty and teaching courses in several new languages such as Persian Dari, Pashto, Uzbek, and Chechen. DLIFLC also expanded faculty and course offerings in Arabic and Persian Farsi.

The Accrediting Commission for Community and Junior Colleges first accredited the institute in 1979 and approved degree-granting authority in 2002 after Congress authorized the institute to grant associate of arts degrees to graduates who fulfilled all academic requirements. Since May 2002 DLIFLC has awarded over 750 associate of arts degrees. Degree-granting authority and the accredited status of the institute is an aid in the recruitment and retention of service members and professional faculty.

Numerous academic changes have been made over the past decade. More instructors have been recruited and new instructional materials and tests have been written. Teaching methodology has become proficiency-oriented, team teaching has been implemented, and the average staffing ratio has been increased to two instructors per ten-student class. A new rank-in-person, pay-for-performance personnel system for the faculty was approved by Congress and implemented in January 1997.

The Under Secretary of Defense for Personnel and Readiness, as a part of the Defense Foreign Language Transformation effort, is in the process of establishing a new Defense Foreign Language Steering Committee, which will take on an advisory role in regard to DLIFLC.

Mission

The basic mission of the institute is to teach, then sustain and evaluate foreign language skills to provide the Department of Defense (DoD) and other federal agencies with linguists fully capable of supporting United States national interests worldwide. In effectively accomplishing its three primary mission areas, the institute ensures that DoD is prepared to meet global foreign language requirements.

The major DLIFLC goal is to ensure that graduates meet the requirements of the agency that has assigned them to foreign language study. Students must therefore be provided with instructional programs that are responsive to the foreign language needs of a wide variety of military positions throughout the world. DLIFLC programs meet high standards so that functional language skills can be developed for professional use in real-world communication situations. The institute uses a systematic approach to instruction; that combines the principle of general proficiency to meet unforeseen needs coupled with job-relevant instruction. This dual focus is also central to curriculum development and evaluation initiatives at the institute. For effective learning to take place, classroom instruction is individualized and student-oriented.

Teaching and Learning

The institute does not have a standard school year because classes are scheduled to respond to customer-agency requirements. Therefore, classes begin and end on a continual basis throughout the calendar year. Prior to the beginning of each fiscal year, DLIFLC computes the student quotas requested by the various services and sponsoring agencies to be instructed in each language. From these computations, classes in each language are scheduled for the coming year. Depending on the projected enrollment, classes may begin weekly or monthly for some languages, and quarterly, semiannually, or annually for others. In general, instruction in classrooms and language laboratories is conducted for six to seven hours a day, five days a week, in all language programs. In addition, homework in varying amounts is assigned each day.

The heart of the mission for DLIFLC is its foreign language instructional programs, where striving for increasing degrees of excellence never ceases. On any given day, the institute provides over 24,000 hours of student contact hours. The faculty is continually adapting new materials and technologies for use in the classroom. Satellite technology

provides current foreign language news programs 24 hours a day, from around the world. These programs are used in the classroom as learning tools and are available in all the military living areas in Monterey. DLIFLC instructors are also developing interactive computer assisted study programs to incorporate authentic audio and video materials into learning exercises. The academic library holds over 90,000 foreign language books and subscribes to scores of foreign language newspapers. Although many classes at DLIFLC are held in historic buildings on the Presidio of Monterey, the institute also has some of the most modern classrooms, housing, and sports facilities found anywhere.

Faculty

Over 80% of budget at DLIFLC is invested in its civilian workforce. Whether they are teaching, developing materials, or supporting administrative functions, they are its greatest resource. As of 5 May 2004, the institute employed over 900 civilian faculty from over 40 countries. The majority of the teaching faculty members are native speakers of their language – born, raised, and educated in the target culture. Over 90% have at least a bachelor's degree with 15% holding doctorates and 40% holding master's degrees. Over 65% of the faculty hold degrees in foreign language education or related fields. New teachers are carefully screened for education, experience in foreign language teaching, and language proficiency – in English and the target language. The goal is to have, by fiscal year 2010, 100% of the faculty with a degree in foreign language education or a related field with 50% holding a master's and 25% with doctorates.

However, as language needs grow in areas of the world where the overall educational level lags behind the United States, DLIFLC may be less able to assume a certain level of preparation among its faculty at the time of hire. DLIFLC plans to actively seek out and identify potential faculty members, work more intensively with them at the beginning of the career, and maintain more highly articulated faculty development programs throughout the course of their career. Forging partnerships with local colleges and universities to offer bachelor's and master's degree programs to faculty who are willing to contract a term of employment with DLIFLC to 'pay back' the educational loan is one strategy to attract and retain qualified faculty.

Approximately 93 percent of the faculty are members of the Congressionally approved rank-in-person, pay-for-performance faculty pay system and the remainder are in the excepted general schedule civil service system. Over the next decade most of the General Schedule faculty will retire and be replaced with faculty in the new Faculty Pay System, which will greatly assist in the long-standing plan to fully professionalize the faculty.

Military Language Instructors

Military Language Instructors augment the civilian teaching faculty. Military Language Instructors provide a military presence in the schoolhouse and serve as mentors and teachers. They play a significant role in transitioning DLIFLC students from young new recruits to confident military linguists. Current staffing levels authorize one Military Language Instructor per thirty students; however, due to shortfalls in military linguists,

service mission needs, and deployments, critical languages are rarely filled beyond 80% of current staffing standards.

Currently there are 100 Military Language Instructors from the four military services. The Military Language Instructors are enlisted non-commissioned officers or petty officers who enhance the language programs with their job-related experience while providing vital instruction and guidance to military students. Because, as a rule, they learned the language at DLIFLC, they understand the difficulties of learning a particular foreign language for an English speaker in ways the native-speaker civilian faculty may not. Military Language Instructors also serve an important role in motivating students and keeping them on track. Students in programs that are fully staffed with Military Language Instructors (one per team) consistently have better proficiency levels and lower disenrollment rates. However, keeping a full staff of Military Language Instructors is very challenging since the pool of qualified military linguists is limited and also needed for operational assignments.

Students

DLIFLC's student population is comprised mostly of young, motivated first-term military personnel who are carefully screened to determine suitability for learning a second language. Combatant Commands, Services, and DoD Agencies establish language requirements based on service planning documents. As the Executive Agent, the Army funds the joint language program to meet all of these operational needs. DLIFLC responds to long-range needs through the Executive Agent's annual Structure Manning Decision Review process. In recent years, the services have also asked DLIFLC to respond to critical short notice training requirements, ranging from additional sections in current language programs to adding new languages for linguists and familiarization training for all deploying troops. After the events of 9/11, DLIFLC has positioned itself to be extremely responsive and flexible, using its contract program in Washington D.C. to meet short term needs while building long-term capability in emerging languages.

The Institute's student population is unique inasmuch as it has been "pre-selected" by the four services through a screening process. When a prospective student meets the minimum entrance criteria through the Armed Service Vocational Aptitude Battery and the Defense Language Aptitude Battery they are assigned to a specific language based on the service's needs and the score received on the Defense Language Aptitude Battery. Historically, Defense Language Aptitude Battery scores have served as fairly accurate predictors of students' potential for success and are used to determine if a student has the aptitude to learn a foreign language in the time DLIFLC is allotted to teach the target language.

The DLIFLC currently has 2,886 students studying 21 languages in Monterey. The Army enrolls the most students at the institute and currently has 1352 students attending classes in Monterey; 1,279 enlisted and 73 officers. The Air Force has 866 students; 834 enlisted and 32 officers. The Navy has 418 students; 398 enlisted and 20 officers. The Marines have 229 students; 213 enlisted and 16 officers. There are 20 military dependents enrolled as well as 1 foreign military student.

Balancing the challenges of an academic education with military service preparation requires that the military and civilian cultures focus energies towards a common goal: excellence in education and the development of outstanding service members.

Basic Resident Instructional Programs

Resident instruction in the basic programs is distributed across eight schools. The schools are organized by language, according to the following guidelines: 75 – 100 faculty members (and 325-500 students) make up a school, under the supervision of a dean. This size is consistent with the dean's responsibility for ensuring the quality of instruction in her/his school. Increasing the span of control beyond these ranges decreases the dean's effectiveness.

At the current time, demand in Arabic and Korean is sufficient to require two schools in each language. (Approximately 200 faculty members and 800 students are in the two Arabic schools, while 150 faculty members and 650 students are in the two Korean schools.) The Russian language program makes up another school. Three additional schools encompass multiple languages: Mandarin Chinese, Japanese, Tagalog and Thai in one; Farsi, Serbian-Croatian, Turkish and Hebrew in another; and Spanish, French, Italian, Portuguese and German in a third.

Although the size of a language program may vary over time – e.g. during the Cold War, the Russian program had many more students and faculty members than is currently the case – most of these languages are likely to remain of strategic interest. However, world events can create pressing needs in new languages. For example, September 11 underlined an urgent need for expertise in Pashto and Dari, two of the major languages of Afghanistan. The Operation Enduring Freedom—Task Force (now renamed the Emerging Languages Program) was established shortly thereafter to create the capacity to respond quickly to newly defined and emerging national needs. This organization currently provides language instruction in Pashto, Kurdish, Uzbek and Dari. It also houses development in Hindi-Urdu and Amharic, a language of the Horn of Africa.

DLIFLC is fortunate to be located in Monterey, California with its rich mixture of ethnic communities. Within a two hour drive, students immerse themselves in culture and language of immigrant communities. The close proximity to these communities also allows faculty to maintain their cultural roots while exposing themselves to current language. The nearness to large clusters of potential faculty is crucial in recruiting new faculty. In addition, students and faculty can continue their professional education at several nearby public and private colleges and universities.

The Student Day

Learning a language at DLIFLC is an intensive experience. The class day starts at 7:55 am and it doesn't end until 3:30. The intervening time includes 6 hours of class instruction and 1½ hours for special assistance or enhancement and lunch. In addition, students can count on 3 hours of homework every night and additional assignments on the weekend. All of this is embedded within a regime of military training to develop

basic military skills for the Soldiers, Sailors, Airmen, and Marines assigned to DLIFLC. This training takes place before the class day begins and continues after classes have concluded.

From the perspective of a native speaker of English, different languages pose distinct challenges; some languages that are closely related and with characteristics similar to English are more accessible to native speakers of English than languages that are unrelated to English and have very different linguistic morphologies and syntactic patterns. To recognize this, students are enrolled into four categories of language programs with differing course lengths. The basic course in Category I languages, which includes Spanish, French and other Romance languages, requires a minimum Defense Language Aptitude Battery score of 85 and is 26 weeks in length. Category II language programs, which are currently limited to German, have a Defense Language Ability Battery score of 90 and is 34 weeks in length. Category III programs of such as Russian, Farsi, Serbian/Croatian, and Pashto require a score of 95 and take 47 weeks to complete. Finally, Category IV language programs, which include Arabic, Korean, Mandarin Chinese, and Japanese, require a Defense Language Aptitude Battery score of 100 and require 63 weeks for graduates to reach the same level of proficiency as graduates of the Category I languages.

Refresher, Intermediate, and Advanced Resident Programs

Many graduates return to DLIFLC for additional language programs depending upon service requirements. DLIFLC currently teaches Refresher, Intermediate, and Advanced language courses in nine languages. These courses range from two weeks for Category I languages to 47 weeks for Category IV languages.

DLIFLC is in the process of modularizing the Intermediate and Advanced courses into semester phases so students may attend in a temporary duty status. Modularizing the courses will also make them more easily exported to sites where linguists are stationed, reducing travel and lodging costs and reaching a broader student base. Even so, in languages where the need is the greatest, potential students are often not available for extended training because of mission needs.

With the advent of higher proficiency requirements for the needs of the National Security Agency, DLIFLC expects to see an increased enrollment in Intermediate and Advanced programs. The institute is engaging in robust curriculum development, technology integration, and faculty development to meet the challenge. Additionally, DLIFLC expects to export a significant portion of the above-basic training to the National Security Agency.

Curriculum Development

DLIFLC recognizes that languages cannot be learned well in a cultural vacuum. In fact, language and culture are so intricately intertwined that it is difficult to separate them. Therefore, language skills are developed in a context that includes the value systems, behavioral patterns, institutions, geography, and political, economic, and social systems of the areas where the target language is spoken.

DLIFLC has always had to produce our own learning materials. While the commonly taught languages such as Spanish, French, and German, have available a significant number of commercially-produced textbooks, for the less-commonly-taught languages such as Arabic, Korean, and Persian Farsi, which are the stock in trade of the institute, there are few instructional materials available. Add to that the requirement to focus on military applications of language learning as well as a constant need to update materials in order to keep current with real world language usage and you have a genuine need for a sophisticated, in-house curriculum production capability. Course development at DLIFLC is as intense a process as the instructional process. A 63-week Arabic program, for example, comprises 1,800 hours of classroom instruction plus homework or the equivalent of 54 college textbooks. It takes a team of language experts, curriculum specialists, and computer professionals about three years to produce that volume of learning materials. In the future, we are looking to streamline distribution of curriculum by developing a digital curriculum that can be delivered to students' laptop computers. Homework and tests will be accomplished online, with the results forwarded to teachers for correction and feedback.

Technology

DLIFLC has made rapid advances in the application of technology to foreign language learning. Every institute classroom incorporates Internet access through a computer, a liquid crystal display projector and an interactive whiteboard. With these tools, teachers can create lessons on the fly utilizing real-time web resources. In the near future, we will be building a digital storage facility where teachers can upload and maintain lessons for distribution to students.

Web-based learning is a reality today at the institute and will grow significantly in the out years. Our Global Language Online Support System is a repository for worldwide distribution of language learning. The tools that we have created in the development of that system will be enhanced and utilized for building in house curricula. Our LingNet web portal has been and will continue to be a valuable source of additional materials, including the language familiarization courseware we are developing for non-linguists who are deploying to various theaters. In the future, we will be building the infrastructure needed for the utilization of a Learner Management System that will connect teachers with resident and nonresident students. This will provide a digital gateway to course materials and offer a host of other features to enhance the language learning experience.

As the current mission operations preclude many individuals from participating in structured classroom events, the institute is developing self-study and alternative options for language study including on-line and compact disk deliverable instruction. In addition, faculty continue to build digitized core curricula and materials archives utilizing the Global Language Online Support System. These materials, utilized in combination with Diagnostic Assessment, successfully augment traditional instruction and effectively respond to the career linguist's lifelong language training requirements.

Linguist Jobs

Most enlisted graduates in all four services will enter military occupation specialty fields of cryptology or human intelligence. In that capacity they support intelligence, combat and coalition operations, threat reduction, and homeland security. Furthermore, many enlisted cryptologic and human intelligence linguists support other functions as translator/interpreters in combat and coalition operations as well as working in peacekeeping, humanitarian aid and arms control fields.

Officers

Language is the most critical, and the first phase, of the three-phase training of an Army Foreign Area Officer. A Foreign Area Officer must successfully achieve proficiency in a target language related to the target region before earning a Master's degree, focusing on the region, and completing a one year In-Country-Training (Graduate Field Research) Program in the target region. Upon completion of this three phase program Army Foreign Area Officers go on to serve in a myriad of positions in which their language skills play a critical role. As Defense and Army Attachés they serve as the principal military advisor to the Ambassador and his country team, while representing the Office of the Secretary of Defense and the military services, along with the Chairman and Service Chiefs, to the Host Nation Military. In this capacity Foreign Area Officers utilize their advanced language skills to develop information for policy formulation and implementation. Language skills are vital as Foreign Area Officers serve as the "Tip of the Operational Spear" supporting Coalition Operations, Humanitarian Support, Peacekeeping initiatives and Security Assistance Operations. Whether serving as an Attaché, a Security Assistance Officer, a key negotiator for arms control discussions or the Political Military Officer on the Combatant Commander's Staff, language trained Foreign Area Officers play a pivotal role in successful military operations.

Often Foreign Area Officers are trained in subsequent languages of the region to meet the operational needs of the Defense Attaché System or for Security Assistance posts. The Foreign Area Officers maintain proficiency in all the languages acquired in support of their region through self-study, distance learning and institute-furnished refresher materials.

Defense Language Aptitude Battery

DLIFLC is the proponent for the Defense Language Aptitude Battery, which has been in place for almost 30 years. The Defense Language Aptitude Battery works well to screen military personnel for potential as language learners in the resident programs by identifying those most likely to be able to develop language proficiency in the time available. While the current test is in paper and pencil format, DLIFLC has automated the Defense Language Aptitude Battery in response to requirements to test more potential recruits than in the past. We are working with personnel at the Defense Manpower Data Center to determine if an automated Defense Language Aptitude Battery can readily be added to the same platform as the Armed Services Vocational Aptitude Battery when it moves to a Windows environment. If the staff at the Defense Manpower Data Center ascertains that this is feasible, it should be possible to deploy an automated Defense Language Aptitude Battery to the Military Entrance Processing Station soon. At the

same time, DLIFLC has begun to explore the possibility of developing a new Defense Language Aptitude Battery to incorporate new concepts in aptitude testing.

Defense Language Proficiency Test

Any educational system needs to demonstrate the quality of its output through adherence to a set of standards recognized and respected by knowledgeable individuals and institutions. DLIFLC measures the effectiveness of its academic program through the Defense Language Proficiency Test, which is based on the Government-wide Interagency Language Roundtable scale. The Defense Language Proficiency Test is used to evaluate DLIFLC graduates and to measure the language competence of individual service members throughout DoD, to determine unit readiness, and to award Foreign Language Proficiency Pay. In addition to the military services, agencies throughout the Government recognize that the Defense Language Proficiency Test is a valid, reliable, legally-defensible test that measures language proficiency standards used by U. S. Government organizations engaged in foreign language teaching or testing such as the National Security Agency, the Central Intelligence Agency, and the Federal Bureau of Investigation.

The U. S. Government standard for language proficiency is published in the Interagency Language Roundtable Proficiency Level Descriptions. This eleven-point scale ranges from Level 0 (no functional proficiency) to Level 5 (equivalent to a well-educated native speaker). In brief, Level 1 describes the language skills needed for basic survival; Level 2 describes the ability to use concrete factual language, while Level 3 describes language competence that includes the ability to use culturally appropriate language to argue a point of view, support opinions, and hypothesize about possibilities. For example, the ability to make the distinction between an assertion of fact and a hypothetical statement can be crucial. Concepts associated with these levels would be tourism at Level 1, conveying factual information in the workplace at Level 2, and full professional level proficiency at Level 3.

Graduates of DLIFLC basic language programs are expected to reach level 2 in listening, 2 in reading, and 1+ in speaking. (Speaking is a production skill and usually lags behind the receptive skills of listening and reading. Writing is taught but not tested as it is not a requirement of the four military services.) Graduates of the intermediate language programs have a goal of level 2+ in listening, 2+ in reading, and 2 in speaking. Finally, graduates of the advanced language programs expect to reach level 3 in listening, 3 in reading, and 2+ in speaking.

The results since fiscal year 1985 show a clear pattern of proficiency improvement, with an increasing percentage of students attaining the required graduation standard of Level 2 in reading, Level 2 in listening, and Level 1+ in speaking.

Contributions of DLIFLC and U.S. Colleges

Because of the intensive language courses and the focus on the "real-world" language competence, DLIFLC graduates consistently achieve levels of proficiency that exceed

those of four-year language majors. The nation's Integrated Postsecondary Educational Data System (IPEDS) allows another important comparison – the total number of undergraduate majors receiving degrees each year. Although the data in Integrated Postsecondary Educational Data System are reported annually by registrars at the nation's colleges and universities, close inspection of the reported data has revealed some inaccuracies – especially in low enrollment areas such as the less commonly taught languages where the numbers are apparently so low that these majors are not even included in the Integrated Postsecondary Educational Data System list of majors. Still, the Integrated Postsecondary Educational Data System data are instructive as an “order of magnitude” indicator of national production. The following data points compare the number of DLIFLC graduates in fiscal year 2003 with the most recent data from Integrated Postsecondary Educational Data System as reported by U.S. colleges and universities.

<u>Language</u>	<u>Total US BA Degrees</u>	<u>DLIFLC Graduates</u>
Arabic	22	366
Chinese	243	182
Persian (Farsi)	None reported	97
Korean	None reported	266

Proficiency Enhancement Program

In response to the stated need for level 3 linguists, and the expectation that military linguists reach a level 3 in reading and 3 in listening during their careers, DLIFLC has laid out a Proficiency Enhancement Program to raise the minimum proficiency levels at completion of the basic program to level 2+ in reading, level 2+ in listening and level 2 in speaking.

The Proficiency Enhancement Program has two fundamental components. The first has to do with the language aptitude of students in the program. Recognizing that a higher aptitude increases the possibility of learning a language under the intensive learning conditions found at the institute, the Proficiency Enhancement Program raises by 10 points the Defense Language Aptitude Battery score for students entering the basic program. (Category I languages will require 95 rather than 85; Category II languages will require 100 rather than 90; Category III languages will require 105 rather than 95; and Category IV languages will require 110 rather than 100.) The second component has to do with the amount of time the student interacts with the language in class. The current in-class student-teacher ratio for the basic program is 10:1. Under the Proficiency Enhancement Program, the ratio will be 8:1 or 6:1 depending upon the language category. Not only will a teacher have more time to spend with each student, every student will have to be very active in the classroom, engaging with the language almost continuously. One consequence of the increase in the number of faculty associated with the phased-in Proficiency Enhancement Program is the need for one additional classroom building and one office building for curriculum development in 2005 and a second additional classroom building in 2006.

As part of the goal of continuous engagement with the language – and in advance of the Proficiency Enhancement Program – the resident language schools have begun integrating an ‘immersion’ environment, where only the target language is spoken, into the basic course. In addition, all basic programs are preparing to include in their curriculum at least one off-site immersion experience per semester. An off-site immersion experience places students in a simulated in-country environment that forces them to use their language capacity creatively to solve real-life problems.

Defense Language Proficiency Test replacement initiative

Those working in the foreign language teaching and military personnel systems have long been recognized that the Defense Language Proficiency Test replacement cycle should be accelerated. DLIFLC has proposed a regular replacement cycle, ranging from 6 to 10 years, depending on the volume of military personnel assigned to language. Furthermore, languages with large examinee populations should be replaced more frequently to avoid test compromise through familiarity with the test questions.

DLIFLC proposes to work on a total of ten Defense Language Proficiency Tests annually. This plan would provide for (1) regular replacement of all languages now in the system, (2) introduction of tests in languages and dialects of current interest, and (3) flexibility to add still more languages as required.

The original Defense Language Proficiency Tests measured only the lower proficiency range—Levels 0+ through 3. However, it is now recognized that the Defense Language Proficiency Tests system should measure all levels from 0+ to 4 to meet the needs of the entire Government language community.

There is a plan in place to deliver new Defense Language Proficiency Tests by computer. This initiative will be phased in gradually, beginning with computer delivery at the National Security Agency and the Regional Security Operations Centers. The intelligence community eventually wants to switch to a computer-adaptive testing system in which each examinee takes an individualized test. DLIFLC has been consulting with experts in the field since 2001 and is now in the process of building such a system. While it will take considerable time to develop the test item banks needed to support this system, a prototype is scheduled for delivery in 2007. Eventually, all users may want this form of testing. In any case there will no doubt be a transition period during which some sites introduce computer-delivery while others rely on paper and pencil tests.

Diagnostic Assessment

Annual or end of program proficiency tests do not provide formative feedback that students and teachers need to make systematic improvements. Without a road map, teachers do not know where to focus instruction and learners don’t intuitively know where their weaknesses lie. Therefore, in addition to new forms of the Defense Language Proficiency Tests, institute faculty have developed a diagnostic assessment tool that uses a multiple-skills interview to measure a linguist’s strengths and weaknesses in listening, reading and speaking. Trained assessors then convert the information gleaned into an extensive learning plan, which, if diligently applied, will bring a linguist up to the next

higher skill level. That individualized diagnostic assessment is essential to improving the proficiency levels of linguists stationed in the field as well as those arriving at DLIFLC to continue their foreign language education in career courses.

DLIFLC envisions administering diagnostic assessments to every refresher, intermediate, and advanced course student to enable the customization of instruction and address the individual needs of each student while ascertaining group patterns of deficiencies. Modified diagnostic assessments will also be administered to students in the first and second semesters of the basic programs. DLIFLC anticipates the need to train at least 24 qualified faculty (two per each of the top eight intermediate and advanced course languages and one for each of the basic language schools). As demand grows for intermediate and advanced courses, the requirement for assessors will also grow.

Continuing Education

Support to the field linguist is a growth area for DLIFLC. The goal out of the basic programs is not to graduate a master linguist, but an apprentice, someone with a solid foundation in the target language, whose full development comes with operational experience and continual follow-on training. Technology-mediated video tele-training, mobile training team deployments directly to the field and the establishment of on-site language teaching detachments at the Regional Security Operations Centers are providing invaluable refresher and enhancement opportunities for the operational linguists. Additionally, DLIFLC has developed numerous on-line synchronous and asynchronous language training opportunities for linguists and non-linguists alike.

All linguists must maintain their language skills; furthermore, regulations require military units to have programs to help linguists in this important effort. By DoD Directive DLIFLC provides both instruction and technical oversight to assist command language programs. Distance learning and other web-based initiatives such as Global Language Online Support System reach out to linguists wherever they are. DLIFLC also contributes directly to the development of a master linguist through Intermediate and Advanced language programs, specialized classes, and, indirectly, through the skills and knowledge gained from serving a tour at the institute as a Military Language Instructor. Unfortunately, many enlisted linguists receive adequate language maintenance training but do not get the appropriate assignments or the additional training necessary to become the master linguist.

Command Language Programs

DLIFLC provides guidance and assistance to 267 Command Language Programs around the world. Command Language Programs manage on-going language training and testing of DLIFLC graduates, across all four Services in both the Active and Reserve Components. Support to Command Language Programs Managers includes providing advice and guidance on establishing and implementing language training programs, using appropriate training methods and materials and determining new sources of training. The institute also maintains a library of weblinks at www.lingnet.org to language and cultural resources. Institute faculty also conduct Field Assistance Visits to the various Command

Language Programs locations to provide advice and guidance on ways they can establish, upgrade or improve their program.

Distance Learning

DLIFLC provides foreign language refresher, enhancement and conversion programs to field linguists via Mobile Training Team deployments to field sites, technology mediated Video Tele-training, and computer-based on-line learning in several languages. In fiscal year 2003, the institute conducted over 16,000 hours of Video Tele-training and Mobile Training Teams training in 286 classes for 1,715 students. The institute is also providing on-going familiarization training in direct support of military non-linguist personnel preparing to deploy on Operation Iraqi Freedom and Operation Enduring Freedom missions. In addition, the institute is developing new online interactive courses to reach linguists simultaneously at multiple sites throughout the world through the Broadband Intelligence Training System initiative.

Extension Programs—Language Teaching Detachments

In fiscal year 2000, DLIFLC established language teaching detachments co-located with Regional Security Operations Centers to provide year-round language teaching support to cryptologic linguists assigned to critical missions at the sites for whom training at DLIFLC or through another means would detract from mission needs. To jump-start the program back in 2000, the National Security Agency funded the initiative for the first three years with the understanding that DLIFLC would insert the requirement in future defense budget planning. In fiscal year 2004 the language teaching detachments faculty appeared for the first time in the DLIFLC budget. To date, there are 24 programmed DLIFLC faculty assigned to four National Security Agency sites. Four additional language teaching detachments sites have been established to which eight additional DLIFLC faculty have been assigned including the Navy in San Diego, California; National Aeronautics and Space Administration in Houston, Texas (Supporting the astronaut program with Russian language instruction); Foreign Language Training Center Europe in Germany (with program manager support for the contract language program); and the National Cryptologic School in Maryland. It is expected that the National Cryptologic School language teaching detachment program will grow to include nearly 30 assigned faculty in such languages as Arabic, Chinese, Korean, Farsi, Hindi, Urdu, Dari, Pashto, Turkish and Russian. Additional language teaching detachments expansion plans include establishing a program at Norfolk Virginia to support Navy operational requirements in Spanish. Goodfellow Air Force Base, San Angelo, Texas, and the National Guard 300 Military Intelligence Linguist Brigade in Utah are looking at setting up language teaching detachments in Arabic and Korean. The Navy's basic course follow-on initiative to bring DLIFLC graduates closer to the new National Security Agency requirement translates to significant faculty growth at the Regional Security Operations Centers in fiscal year 2005. A number of intermediate and advanced courses are planned to be taught off-site as continued refresher and sustainment support.

Support for the Global War on Terrorism

DLIFLC has provided direct support to both linguists and non-linguists engaged in contingency operations for over 15 years. This support included delivery of Language

Survival Kits to non-linguists for operations in Haiti, Somalia and the Balkans. Post 9-11, DLIFLC quickly revamped the existing format and developed Language Survival Kits in Dari, Pashto, Uzbek, Georgian, and 20 other emerging languages required for contingency operations. DLIFLC delivered over 50 thousand Iraqi Language Survival Kits prior to the start of Operation Iraqi Freedom (over 80 thousand Language Survival Kits in Global War on Terrorism languages have been shipped to date).

DLIFLC is currently tasked with providing Survival Language Familiarization training to units in preparation for contingency deployments. This is a one-week, survival-level language and cultural orientation course designed to prepare forces for contingency operations. Over 3,500 Soldiers and Marines have received training in Modern Standard Arabic, Iraqi, Dari, and Pashto in fiscal year 2004. The Office of the Secretary of Defense and the Army Training and Doctrine Command tasked and funded DLIFLC through fiscal year 2005 to provide this training in seven prioritized contingency languages: Iraqi, Modern Standard Arabic, Kurdish (Sorani and Kurmanji), Dari, Pashto, Somali and Urdu. DLIFLC is developing follow-on modules in mission-specific content areas (civil affairs, military police, air crew, and etc.). The institute is also developing computer/Web-based training modules to further increase availability and access of language study materials to contingency forces.

DLIFLC is a significant team member of the 09L (Translator Aide) program, an Office of the Secretary of Defense and Army pilot program that recruits Middle-East and South-West Asian native and heritage speakers into the Army. Leveraging their high-level proficiency, DLIFLC teaches the basics of low-level translation and interpretation. Upon graduation, the 09L Soldiers will serve in support of ground forces deployed in Iraq and Afghanistan.

Research and Evaluation

DLIFLC has an active research program focusing primarily on studies intended to bring about improvements in the academic programs. Examples include such topics as the effectiveness of language immersion programs, cross-training, readiness for learning, theories of second-language acquisition, and innovative training approaches for heritage speakers. DLIFLC has also conducted longitudinal studies of skills change throughout the period of enlistment and has conducted Language Needs Assessments to help define the language levels required for various military specialties. DLIFLC Research Division works closely with other organizations such as the Army Research Institute and with the National Security Agency-funded University Associated Research Consortium.

Responding to Constantly Changing Language Needs

It is possible to create a better DOD language planning model, and DLIFLC has the expertise to implement such a plan. The world's languages can be categorized into five levels of interest: "High Demand," "Sustained Demand," "Emerging," "Candidate," and all others.

Historically, interest in languages both within DoD and nationally has been for less than 3% of the world's more than 6,000 languages. Although individual languages migrate

from category to category as the world situation changes, no language has ever had such a sudden increase in demand that the language has moved up or down more than one level in a single year. Even prior to September 11, 2001, DLIFLC had 155 full-time Arabic faculty. The following distribution pattern of languages per category has been consistent for many decades:

High Demand – about 7 languages. (0.1% of the world's languages)

Sustained Demand – about 25 languages. (0.4% of the world's languages)

Emerging – about 100 languages (1.5% of the world's languages)

Candidate – about 65 languages (1.0 % of the world's languages)

Traditional, bottom-up information such as military service billet allocations and enrollment projections are adequate to identify the languages in the “High Demand” and “Sustained Demand” categories, and the needs for High and Sustained Demand languages are efficiently met through standard DLIFLC programs. However, top-down planning guidance is required for timely identification of the languages in the “Emerging” and “Candidate” language categories. The demand for testing, teaching, and other language services in the “Emerging” languages can best be met through a combination of a rapid-response capability internal to DLIFLC, plus collaborative ventures between DLIFLC and professional language organizations and selected colleges. To be prepared to respond as new languages are added to the Emerging languages category, the institute needs to maintain a small cell of linguistic experts, who use current defense planning to determine world areas of potential interest, identify the languages of those areas, and document the availability of materials and centers of expertise should one or more of those Candidate languages emerge as a national priority.

Implementing this simple, four-level categorization of languages and providing the marginal increase in funding necessary to support programs in the Emerging languages and research into “Candidate” languages would provide a responsive language investment plan – one that would meet not only today's language needs, but the future needs of DoD and the nation as well.

Resourcing DLIFLC

Significant growth in appropriated resources - both in annual operations funding and military construction funding - will be necessary to support anticipated increases in the resident and non-resident student population which will be trained in a larger number of languages to higher desired graduating proficiency levels.

Growing Resource Requirements

DLIFLC's resource needs must grow substantially in future years to support desired higher language proficiency levels (achieved through Proficiency Enhancement Program), address years in underfunding of training development requirements, and to fund emerging missions assigned to DLIFLC as a result of the Global War on Terrorism.

Proficiency Enhancement Program will significantly increase DLIFLC's requirements in annual operating funds to support teaching faculty and necessary training development staff. The accompanying illustration depicts faculty and academic support staff currently on hand and expected populations after the implementation of the Proficiency Enhancement Program. The requirements for growth in classrooms and supporting academic workspaces necessitate identification of military construction funds as well as annual operating funds. Over the multiyear phased implementation of the Proficiency Enhancement Program, requirements for new General Instruction Buildings and a number of smaller instructional and support facilities will need to be met.

Program	Current Faculty (Before PEP)	Future Faculty (After PEP)	Change
Basic Course	753	1,112	+ 359
Post Basic Courses	124	200	+ 76
Curriculum Development	47	128	+ 81
Faculty Development	18	38	+ 20
Test Development	103	130	+ 27
TOTAL	1,045	1,608	+ 563

Recent resourcing levels to DLIFLC have allowed full training of student populations and have allowed some level of maintenance and investment in training development requirements: specifically, curriculum development, test development, and faculty and staff training and development. Global War on Terrorism resources available for training development have also supported curricula and diagnostic tools for new languages not previously offered at DLIFLC. DLIFLC will submit, for review, our needs for fiscal year 2006 and beyond, detailing the level of increase to allow continued funding of new missions assigned to DLIFLC as a result of the Global War on Terrorism as well as our needs in curriculum and test development and faculty and staff training and development.

Renewed interest in the identification of investment languages across the world led to the establishment of DLIFLC's Emerging Languages Task Force to provide an element of resident expertise and instructional ability in languages of increasing interest within DoD. Other new missions such as language familiarization and the development and production of language survival kits and translation assistance tools for deploying units have been resourced with annual Global War on Terrorism supplemental funds. Transitioning funding of these missions from year-to-year supplemental appropriations to programmed operations budgets will stabilize the missions and ensure DLIFLC can continue to provide support in future years.

Conclusion

Over the past 63 years the quality of its foreign language instruction has placed the Defense Language Institute Foreign Language Center at the forefront of foreign language education in both the nation and the world. During this time DLIFLC has established itself as a national pacesetter in foreign language education, resident and nonresident, using educational technology such as computers, interactive whiteboards, and video tele-

training to educate and support military linguists. But the pace of change in world events requires constant evaluation of the programs offered at DLIFLC. The institute is not standing still; it is constantly evolving to provide even more effective foreign language products in support of worldwide DoD requirements. Founded in the shadow of war, the institute today continues to support the nation by preparing the men and women who will be performing intelligence, combat, peacekeeping, and humanitarian operations. The reputation of DLIFLC for excellence is based on its firm commitment to maintaining the highest possible standards of foreign language and cultural education within a military context. In the years ahead, DLIFLC will continue to provide the finest language education to support critical national security requirements.